Mark Georges

Lesson Plan #1 for Carlos

**Social Studies Objectives and Related TEKS:**

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

**English Language Arts Objectives and Related TEKS:**

**Reading Comprehension**

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

**Reading Fluency**

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication**

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**Activities**

Reading Comprehension—Guided Reading of My Mexico discussing various aspects of the community life portrayed in the poems.

Written Communication—Carlos will begin writing about his home and life in his neighborhood using the following prompts if needed:

* What does my room and house look like?
* What do I do in a typical day?
* What do I do with my friends in the neighborhood?
* What is my neighborhood like? What kind of people live in the neighborhood? How many families and children are there? Where do I usually hang out, who am I with, and what do we do?

Opposite Words Practice—Using the Penny Pitch game from the game book, we will play an opposites game. There are cards with Spanish words face down spread out on a table. Using a sticky hand, Carlos will slap the cards choosing which card he will draw. He will then read the card and tell me the opposite of what is on the card. Once he gets it right, he chooses again. Example of words: Frio/caliente, negro/blanco, chico/chica, etc.

Reading Fluency Continued—Carlos will read aloud chapter 1 of Gol and we will discuss.

Materials needed: Paper, Pencils, Penny Pitch Game, Gol! And My Mexico books, markers/crayons, and bookmark.

**Evaluation:**

Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency.

Rate and accuracy from timed reading from Gol!

Assess the story written about the neighborhood looking for relationships and common items.

Evaluate knowledge of opposites through the Penny Pitch Game.